

Sauce for the Goose: learning environments that work for pupils and staff

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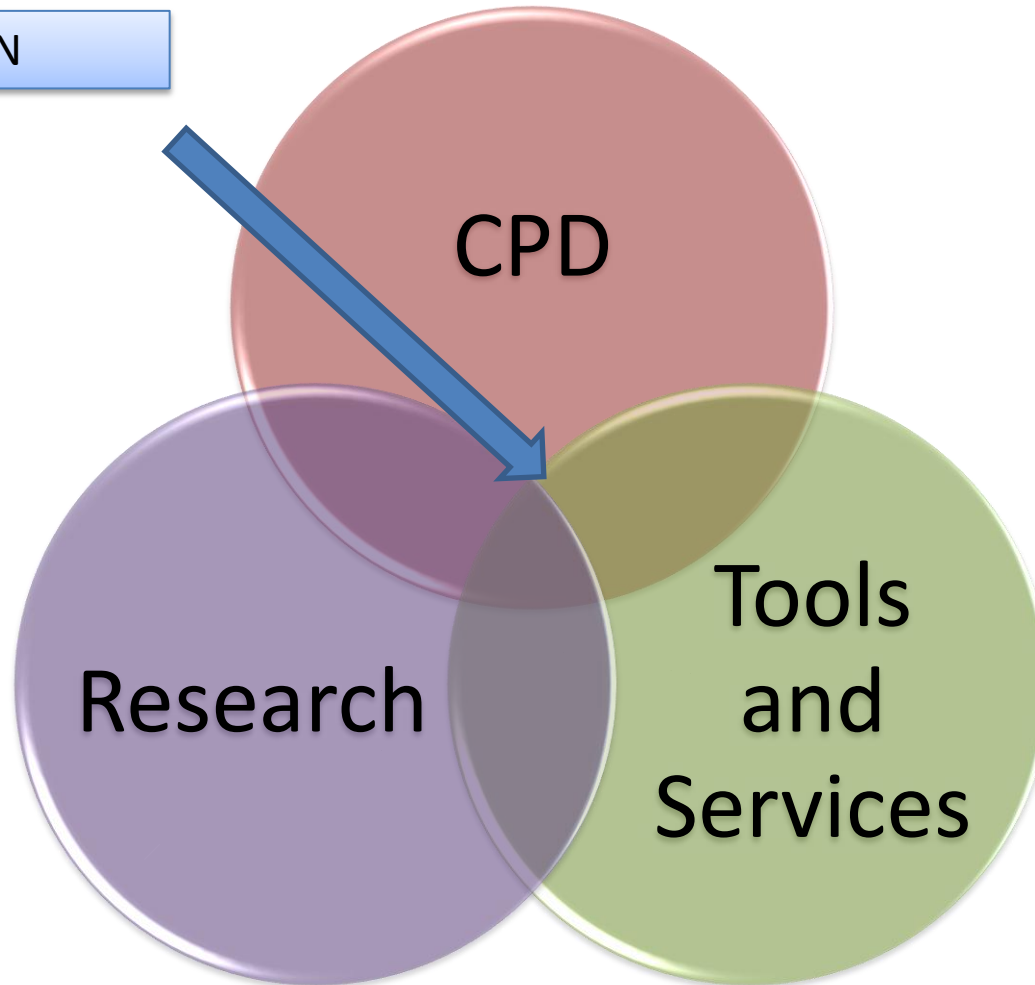
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Curee's work

SKEIN





The evidence about schools as professional learning environments

The international evidence base:

- Continuing professional development (CPD) – and learning (CPDL) with evidence re impacts EPPI/CUREE
- Best Evidence syntheses
 - Robinson – review of the impact of leadership
 - Timperley – re CPD
- A read across Leaders’ and teachers’ learning – Pearson
- (Professional Learning Communities – Stoll etc)



Links to the evidence base

- Sauce for the Goose - <http://tinyurl.com/bs24e83>
- EPPI 4 - <http://tinyurl.com/d98986w>
- Robinson - <http://tinyurl.com/bwamjrc>
- Timperley- <http://tinyurl.com/8vnhxhl>
- Pearson – <http://tinyurl.com/9ahw58k>
- PLC - <http://tinyurl.com/9upfk6c>
- AITSL - <http://tinyurl.com/8w6gvl3>



Why focus on effective learning environments?



- ✈ The quality of teaching is the key to change
- ✈ Teacher learning and support for it drives that
- ✈ Leadership of CPDL is *the* key contribution that leaders make - “tools” help systematise this
- ✈ Leadership + tools + pedagogy for CPDL – combine to create a learning community...
- ✈ Design and operation of the learning environment is what makes this happen...



Testing the evidence base -Skein

- Pilot in 4 schools, valid & reliable e.g. OfSTED
- Completed 24 schools Nursery – Secondary and 2 colleges
- First meta analysis presented at BERA for 5 domains
 - Leadership of CPDL; Use of specialist expertise ;
Needs assessment; Evidence for learning;
Collaboration
- And at four levels:
 - Developing; enhancing, embedding, transforming

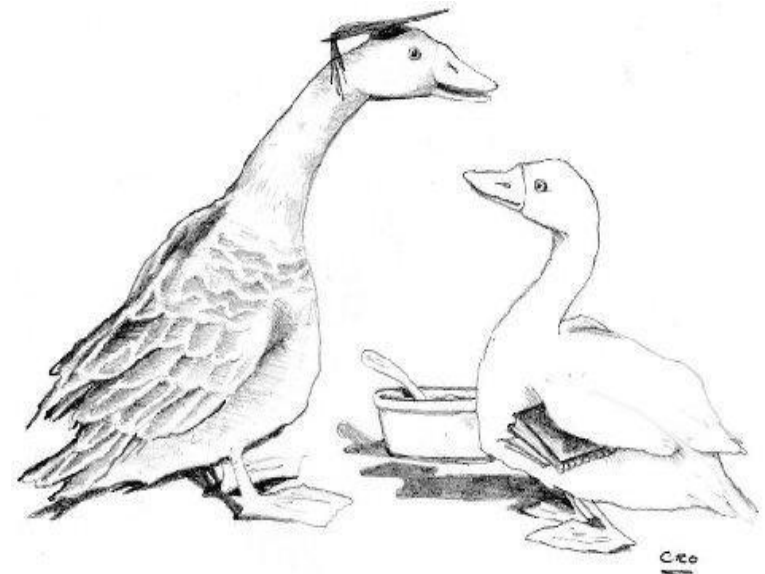
<http://www.skein.org.uk/>



Sauce for the Goose

- Too much focus on *teaching* teachers instead of focussing on their learning?
- Learning for staff, as for pupils means recognising, reviewing, challenging and building on what people know, believe, understand, and can do already
- It means teaching teachers “learning how to learn” skills e.g. how to make best use of coaching sessions <http://www.curee.co.uk/products-we-offer/effective-mentoring-and-coaching-suite/samples/taking-hold>
- And helping teachers wrap such skills around the day job

<http://www.curee.org.uk/content/sauce-goose-learning-entitlements-work-teachers-well-their-pupils>



“I’ll have what he’s having!”



Kenton

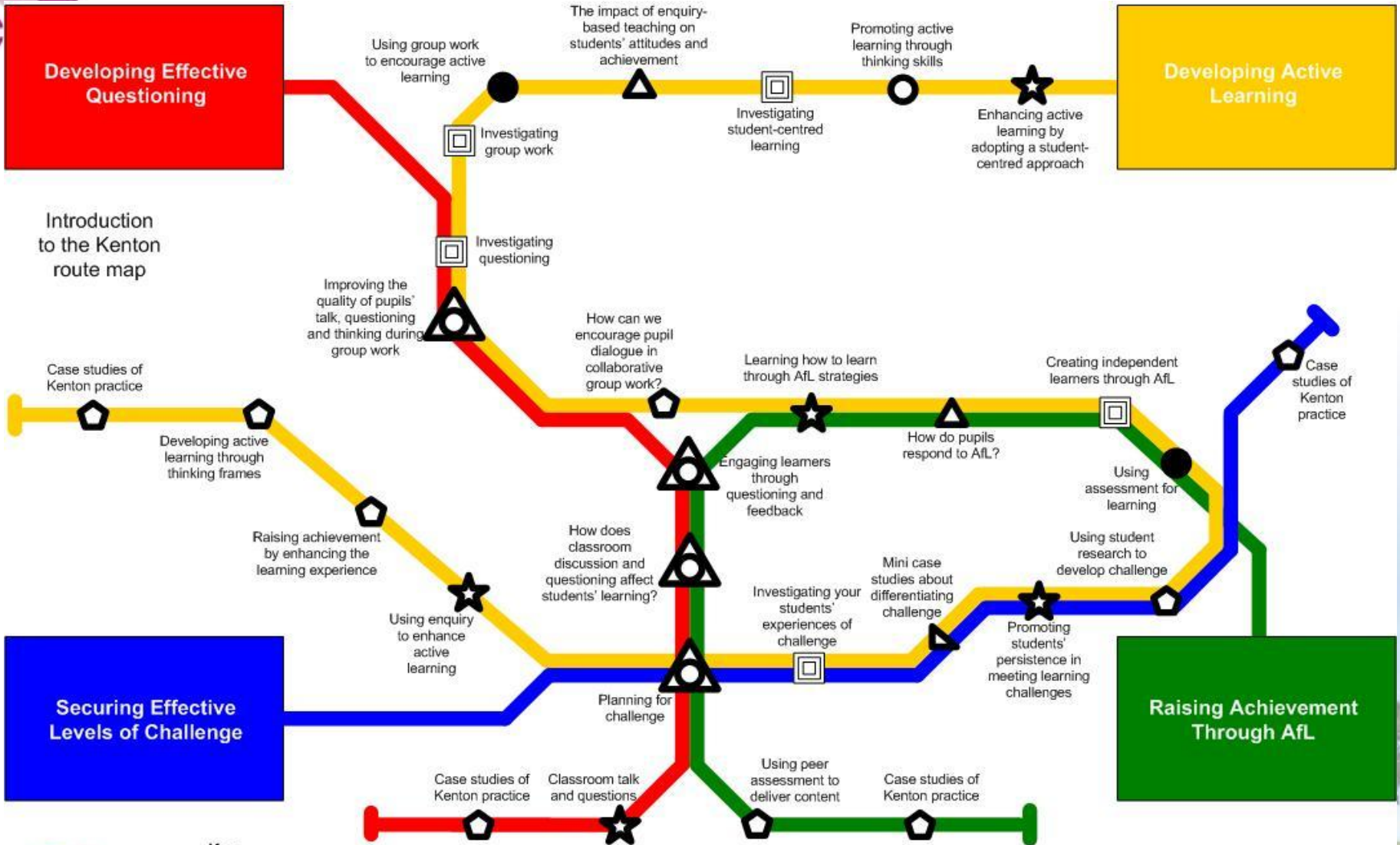
- Deputy head and CPDL leader designs and leads a Professional Learning Programme (PLP) for *all Staff*
- PLP via 2.30- 4.30 sessions each Wednesday, 3 full day sessions, multiple enquiry/ R&D groups and sponsorships of degree and M level study
- PLP offers mix of CPDL approaches e.g. interactive whole school sessions, and special interest R&D groups



Kenton school

- PLP underpinned by co-coaching for *all* staff
 - supported by trained co-coaching champions and practical tools and resources to secure quality.
 - and research route maps providing a guided pathway through research summaries, micro enquiry tools, etc
- Staff choose activities, from varied programme, in context of their specific goals/targets
- Specialist expertise internal & external valued – but vetted prior to use
- Staff consulted extensively





Key



Tasters - micro enquiry tools to try with your students - choose which of the three levels you want to work with



Practitioner friendly summary



Teacher case study



Mini case studies



Summary of research plus related case studies



Videos



Short and engaging PowerPoint summary (Bites)

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Making connections

- Think, with your neighbour, about the key activities that help Kenton become an increasingly effective Professional learning environment
- Think of a school in your context – what do the schools share that helps them support effective professional learning? What is different? Do differences help or get in the way?



CUREE translated international evidence into a school improvement/ CPD evaluation tool that:

- ✈ Focuses on what benefits pupils and staff
- ✈ Evidences efficiency and effectiveness in 5 key areas:
 - ✈ **collaboration** as a professional learning strategy
 - ✈ **use of expertise** to ensure depth and accuracy
 - ✈ **use of evidence** to link staff and pupil learning
 - ✈ **needs analysis** for cumulative, personalised learning
 - ✈ **leadership** of professional learning
- ✈ Identifies effective and efficient next steps and builds in-school capacity to support embedded CPDL



Needs analysis - AfL for staff

In depth, systematic identification of *individual and collective professional learning needs* E.g.:

- Summative via Performance Management
- Formative approaches - embedded in CPDL processes, pre INSET questionnaires, self /peer evaluation in workshops



Use of Evidence

Use of evidence to secure depth E.g.:

- Exploration of pupil achievement data
- Research tasters for co-coaching or research lesson study
- Evidence collected by R&D groups
- Videos,
- Work scrutiny
- Learning walks



Collaboration

Use of **Collaboration** to embed and secure ownership. Reciprocal vulnerability:

- Deepens ownership,
- makes tacit explicit,
- Embeds specialist contribution

E.g. Co-coaching, R&D teams , peer planning/
teaching *plus debriefing*



Specialist expertise

Specialist expertise to raise expectations, to illustrate possibilities, challenge “group think” & focus on highest impact/*doing few things really well*

E.g. NLEs, SLT, SLEs, subject coordinators, HoDs from own or other schools, LAs or universities



Leadership

Leadership - Modelling, prioritising, evaluating impact, tools

- Modelling – e.g. SLT join in Research and development and co-coaching , explicit about their own learning
- Prioritising CPD – e.g. using real jobs as CPDL drivers (curriculum development , planning SOW)
- Evaluation – e.g. meta analysis of PM targets, staff learning confidence or enquiry results
- Tools – e.g. protocols for learning walks and coaching, debriefing work scrutiny, departmental/phase meetings



Schools get ...

- ✈️ A diagnostic report using research based standards
- ✈️ Advice about key things to plan for
- ✈️ Access to resources and tools and SKEIN network
- ✈️ A follow up report tracking progress
- ✈️ Easy to access, developmental support from experts
 - using a range of existing school documents
 - sampling staff views via short (20 mins) interviews, focus groups, a short staff survey &
 - a group SLT interview
- ✈️ **We have rich data across the sample and sub groups**



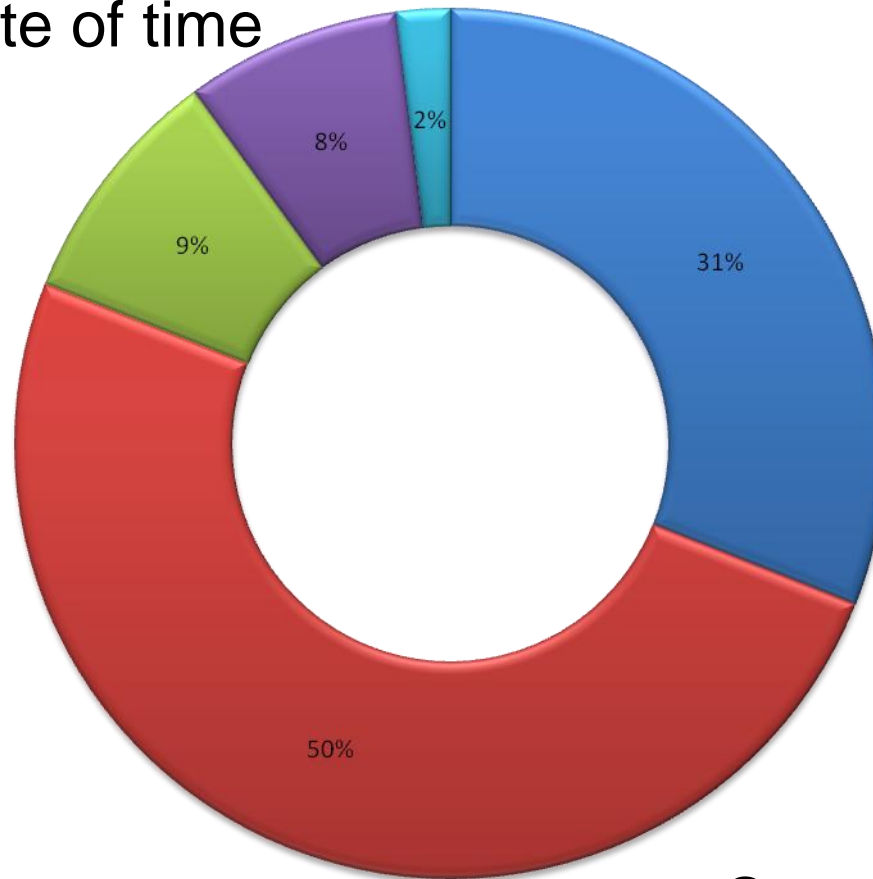
Differentiation : Staff attitude to whole school CPD sessions

A bit of a waste of time

Helpful to 1-2 people

Usually useful

Sometimes useful



n=400



Differentiation

- Whole school CPD is main way whole school priorities are met - 75% of SKEIN schools
- Nearly 20% of staff found whole school sessions largely irrelevant, another 50% could only sometimes link them to their practice.
- This was less true in primary school than secondary schools but even there personalised, differentiated learning was challenging in whole school contexts.
- Increases in networking between schools is *increasing* schools' use of whole day, whole staff events



Areas of strength

- Use of internal and external *pedagogic* expertise (16 schools)
- Opportunity to engage in collaborative working (15 schools) learning (5 schools)
- Helping staff access CPD opportunities (12 schools)
- Active modelling of professional learning (6 schools)
- Clear alignment between school CPD programme and other development priorities (4 schools)
- Strong awareness of what constitutes effective CPDL (4 schools)



Areas for development next steps

- Evaluating the impact of CPD (22 schools)
- *Deepen* collaborative CPDL (21)
- Use tools to embed quality in collaboration and for analysing effectiveness of new approaches (12)
- Link staff/pupil learning processes more closely(12)
- Increase use of evidence re *processes* eg video/ *peer observation* (12)
- More explicit modelling of CPDL by leaders (10)
- Increase use of *specialist* expertise and contextualising generic approaches in subject contexts (8)





Let us know if you would like to find out more

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